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ABSTRACT

The purpose of this pamphlet, written under the auspices of the American Psychological Association, is to inform the reader of the nature of the counseling psychologist's job. It is divided into five sections: (1) what a counseling psychologist does: his roles, his clientele, how he helps, how he solves problems, how he differs from the clinical psychologist; (2) work settings and functions: where he works, what he does, how the setting determines his role, his satisfactions and rewards; (3) how one becomes a counseling psychologist: educational preparation, requirements, training programs; (4) financial aid for students: various fellowships, traineeships, assistantships, and scholarships; (5) where to get further information: about psychology in general, about typical concerns of psychologists, about counseling psychology as a specialty within psychology, about rehabilitation counseling, about training programs and financial support. (Author/SPT)

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CONTENTS

What a Counseling Psychologist Does

His three roles 1
His clientele 2
How he helps 2
The counseling psychologist as a data-oriented problem-solver 4
Differences between the counseling psychologist and the clinical psychologist 5

Work Settings and Functions

Where counseling psychologists work 6
What counseling psychologists do 7
How the setting in which a counseling psychologist works determines his role 8
Differing satisfactions and rewards 9

How One Becomes a Counseling Psychologist

Undergraduate preparation 10
Doctoral or sub-doctoral, Ph.D. or Ed.D.? 11
Requirements for admission 11
Differences in training programs 11
Which type of program? 12
Content of programs 12
How long does it take? 13
Beyond the doctorate 14

Financial Aid for Students

Veterans Administration traineeships 14
Rehabilitation Services Administration traineeships 15
National Defense Education Act Fellowships 15
Assistantships 15
Scholarships and fellowships 15

Demand for Counseling Psychologists

College and university counseling centers 16
Veterans Administration 16
Other agencies 16
Future trends 17

Where to Get Further Information

About psychology in general 18
About typical concerns of psychologists 18
About counseling psychology as a specialty within psychology 18
About rehabilitation counseling 18
About training programs and financial support 18

PSYCHOLOGIST, COUNSELING. Provides individual and group guidance and counseling services in schools, colleges and universities, hospitals, clinics, rehabilitation centers, and industry, to assist individuals in achieving more effective personal, social, educational, and vocational development and achievement. Collects data about the individual through use of interview, case history, and observational techniques. Selects, administers, scores, and interprets psychological tests designed to assess individual's intelligence, aptitudes, abilities, and interests, applying knowledge of statistical analysis. Evaluates data to identify cause of problem and to determine advisability of counseling or referral to other specialists or institutions. Conducts counseling or therapeutic interviews to assist individual to gain insight into personal problems, define goals, and plan action reflecting his interests, abilities, and needs. Provides occupational, educational, and other information to enable individual to formulate realistic educational and vocational plans. Follows up results of counseling to determine reliability and validity of treatment used. May engage in research to develop and improve diagnostic and counseling techniques.

Adapted, with slight modifications, from the
DICTIONARY OF OCCUPATIONAL TITLES
Volume I: Definitions of Titles.
U.S. Department of Labor
Washington, D.C.: 1965

THE COUNSELING PSYCHOLOGIST

Have you ever been concerned about whether a step or decision which you were contemplating was the right one? Felt that the information which you had about yourself or some situation was inadequate? Wondered how you might use your interests, abilities and personal assets to the best advantage? Felt the need to take stock of your goals and values, or to evaluate your plans for achieving them? Been compelled by some experience which you have had to question or revise your self-image? Become aware of an inadequacy in yourself which you felt you should do something about? Been disturbed by your inability to live up to your own or others' expectations? Been concerned about your relationships with other people? Had the desire to embark on a program of self development?

If you have, you will know that unaided introspection and trial and error are not always the best or most economical ways of dealing with such situations, and that a knowledgeable and understanding person can often be very helpful in arriving at a workable plan or solution.

There are professionally trained persons who specialize in helping individuals with these kinds of problems and needs. This booklet is about one such group of persons, counseling psychologists. Having read it, you may wish to include counseling psychology among the career possibilities which you intend to explore further. Or, if you are already considering it, this booklet may help you to become better acquainted with the field of counseling psychology.

On the opposite page is a definition of counseling psychology taken from the Dictionary of Occupational Titles, a sourcebook frequently used by counseling psychologists. It is suggested that you read it carefully because it helps to set the stage for the discussion which follows.

WHAT A COUNSELING PSYCHOLOGIST DOES

His three roles. Counseling psychologists play three different but complementary roles when engaging in practice, as contrasted with related research, teaching, or administration. One is to help persons who are presently experiencing difficulty. This is the *remedial or rehabilitative role.* Another is to anticipate, circumvent and, if possible, forestall difficulties which may arise in the future. This is the *preventive role.* A third role is to help individuals to plan, obtain, and derive maximum benefit from educational, social, avocational, vocational and other kinds of experiences which will enable them to discover and develop their potentials. This is the *educative and developmental role.*

The counseling psychologist is therefore as concerned with facilitating

optimum development as he is with remedying faulty development, as interested in cultivating assets and potentials as he is in correcting and overcoming deficits and shortcomings.

His clientele. Counseling psychologists work in many different settings and with many kinds of persons. The *setting* may be a college counseling center, a mental or general hospital, a rehabilitation center, a mental hygiene clinic, a community vocational guidance center, a high school, the personnel department of a business or factory, a project for retraining displaced workers, or a training camp for underprivileged and undereducated youth who lack job skills. His *clients* may be high school students, mental patients, older persons facing retirement, college students, outpatients of a mental health clinic, physically handicapped persons, delinquents, unemployed, under-employed or displaced workers, or normal adults in need of educational, vocational, or personal guidance.

What these clients need in the way of help will vary considerably. If the client's problem stems from lack of information ("How does one get to be a surveyor?", or "Which colleges have good art departments?"), the counselor may not need to do much more than supply accurate information or to direct him to an appropriate source. However, if the client's problem stems from an unclear or unrealistic self-concept, lack or loss of skill, lack of direction, feelings of inadequacy, unrealistic aspirations, distortion or denial of feelings and experiences or inability to hold or perform satisfactorily on a job, much more than information is needed. Identifying the source of a client's difficulty and devising appropriate strategies for dealing with it are among the most difficult and important of a psychologist's tasks.

How he helps. To these problems the counseling psychologist brings a point of view which holds that individuals can change, can lead satisfying lives, can be self-directing, can find ways of using their resources, even though these may have been impaired by incapacitating attitudes and feelings, slow maturation, cultural deprivation, lack of opportunity, illness, injury, or old age.

To achieve these goals, the counseling psychologist uses a variety of techniques. One of these is the use of *exploratory* experiences. He may, for example, get the individual to try himself out in certain tasks or situations in order to build confidence, to discover or develop his interests and abilities, or to practice new and more constructive ways of handling situations which are giving him trouble. For example, he may encourage a would-be trial lawyer to join a debating club in order to test the wisdom of his choice, or to develop certain useful verbal skills. Or he may arrange for a convalescing mental patient to work several hours a day in the hospital cafeteria in order to accustom him to the kind of work routines he will face when he is discharged. Or he may get a person who loses his temper whenever he thinks he is being criticized to formulate and practice more constructive responses, either alone, in counseling interviews, or in role playing situations such as psychodramas.

Another commonly used technique is *environmental intervention.*

Since a person's behavior is determined not only by what goes on inside of him but also by what goes on about him, there are obvious limits to what can be accomplished within the four walls of a consulting room. The gains made in counseling can be dissipated very quickly if, for example, a delinquent, an addict, or a discharged mental patient, returns to an unfavorable situation which caused or contributed to his problem. These are, of course, extreme examples. More often the problem is not how to separate a person from a patently unsatisfactory situation, but how to modify certain features of his environment in ways which will enhance his chances of making a successful adjustment.

Thus a counseling psychologist may explore with the prospective employer of a physically disabled person, or of a mental patient who is about to be discharged, ways of restructuring the patient's job so as to maximize his chances of success. Or he may confer with the patient's wife about the kinds of demands which she should, or should not, make of him upon his return. Or, if he works in a college setting, he may investigate the stresses and strains to which students are subjected and suggest ways in which student unions, student government, residential arrangements and the like may be modified or used to create not only a less destructively stressful campus milieu, but also one which will make a positive contribution to the students' intellectual, personal and social development.

As his job title suggests, the counseling psychologist's primary tool is *counseling*. Counseling, whether it is performed with individuals or groups, is a special kind of interchange between a professionally trained counselor and a person who has sought or might benefit from his services —special because it is based on unconditional acceptance of the client and is usually free of blame, criticism, recrimination, and reproof. Its major premise is that guided self-examination, self-discovery, and self-generated decisions are more likely to lead to constructive action and personal growth than persuasion, exhortation, prescription, or advice. As some of the newer techniques for modifying client behavior (for example, modelling, desensitization, operant reinforcement, computer assisted counseling and practice in role-taking and self-regulation) become better understood, present conceptions of counseling may change considerably. The prevailing emphasis, however, is still on using interviews to create the kind of atmosphere in which the individual can examine his feelings and experiences without being defensive, and can be helped to put his views about himself and the world to the test by trying himself out in new roles and situations, by taking tests which provide objective data about his interests, abilities and personality, and by reading books and other materials which describe the nature and requirements of important aspects of his environment such as occupations, colleges, and various types of training programs and work-settings. Having developed a clearer picture of himself and of these and other aspects of his environment, he is in a better position to change, or to come to terms with, the realities as he now sees them.

The counselor serves as a guide, facilitator, informant, question-raiser,

commentator, and, above all, as a person on whom the counselee can try out ideas and ways of behaving. The expectation is that the client will emerge from this experience not only with a solution to his present problem, but also with knowledge and strategies which he can apply to the solution of future problems.

The psychologist as a data-oriented problem-solver. To achieve these objectives the counselor must be able to integrate two rather different roles. The one requires that he place himself in the client's shoes, adopt *his* frame of reference, see the world through *his* eyes. The premise is that subjective reality (what the client believes to be so) is often as important as objective reality (what actually is so). The other role involves looking at things, not through the client's eyes, but through a psychologist's eyes.

When he lays aside the client's frame of reference and adopts his own, the counselor substitutes the scientific role for the empathic role. He turns his attention to collecting, analyzing and integrating pertinent facts about the individual and his situation. He administers tests, accumulates biographical data, studies and evaluates the client's behavior and, where appropriate, solicits reports from teachers, employers, and other persons who know the individual and his situation. These data help him to understand the client's present behavior, to evaluate his readiness for counseling, to formulate and test hypotheses about the source of his difficulty, to determine what the goals of counseling should be, to decide on a strategy for bringing the client's perceptions into line with reality, and to identify feasible alternatives.

Consequently, counselors learn not only to be empathic (to enter into another person's world) but also to be scientific (to seek and be guided by data). They have to be familiar with research findings regarding the predictive validity of various types of tests, the ways in which people differ, the practical significance of these differences, the nature and etiology of various types of malfunctioning, the relative merits of various counseling strategies, social and economic factors which influence a person's prospects, the distinguishing characteristics of colleges and occupations, occupational and industrial trends, the state of the labor market, and the availability of various kinds of community resources. They use this knowledge to decide what additional information is needed about a person and his situation and how to obtain it. They also use it to generate hypotheses about the nature of the client's difficulty and to decide on possible solutions.

Because in formulating and testing hypotheses he tries to be guided by data and not by his own predilections and preconceptions, the counseling psychologist can lay claim to being a scientific practitioner. As we shall see later, the counseling psychologist is expected not only to have a scientist's respect for existing knowledge, but he is also expected to add to it. He is encouraged, in other words, to be both a producer and a consumer of research.

Differences between counseling psychology and clinical psychology. There are those who hold that clinical and counseling psychologists are "kissing cousins" rather than blood brothers. They contend that there are important differences between the two kindred specialties which should be recognized and nurtured. There are others who say that the differences have become blurred and are no longer valid or useful. It is true that there are training programs which minimize the distinction between clinical and counseling psychology. It is also true that there are positions which enable or require the counseling psychologist to perform many or all of the functions usually performed by clinical psychologists, and vice versa. How a counseling psychologist will function on the job is usually a matter of the kind of training he received, the role he himself aspires to, and his employer's expectations.

A recent conference on the preparation of counseling psychologists[1] indicates what a group of leaders in this field perceived to be the distinguishing characteristics of their specialty:

First, the counseling psychologist tends to work with normal, convalescent or recovered persons whose problems are neither so severe nor so deep-seated that they require intensive long-term treatment. Severely incapacitated persons whose personalities will have to undergo radical change before they can be helped or rehabilitated are generally referred to other practitioners who specialize in intensive, long-term treatment.

Second, the emphasis is on the more typical, and in that sense, more normal needs and problems of people which can be dealt with, after some initial exploration and clarification, on a relatively cognitive level.

Third, the focus is not on reconstructing personalities but on drawing out and developing what is already there, and on helping people to recognize, develop and use the resources which they have within themselves or in their environment. This holds even for the counseling psychologist who works in a mental hospital. He usually sees himself as doing his most useful work when the patient has improved to a point where vocational planning and possible re-entry into the community become feasible, perhaps with exploratory employment in the hospital as a first step. While he cannot ignore the patient's pathology and will need to utilize therapeutic insights and procedures, he will tend to focus on helping him capitalize on residual, partially restored or newly developed social and vocational skills, rather than on reshaping his personality.

Fourth, while he uses psychotherapeutic techniques in his work with clients, he does not limit himself to these. Exploratory experiences and environmental intervention using community resources, and tests of personality, interest, aptitudes, and values are utilized much more frequently than they are by psychologists who function primarily as psychotherapists.

[1] Thompson, A. S. and Super, D.E. (Eds.) *The Professional Preparation of Counseling Psychologists. Report on the 1964 Greyston Conference.* New York: Bureau of Publications, Teachers College, Columbia Univ., 1964.

Fifth, counseling psychologists attach particular importance to the role of education and work in a person's life. They hold that our lives and even our personalities are shaped by what we learn and by how we earn our living. Education and occupation, they say, are not only the most important determinants of social status, but along with marriage perhaps the most important sources of satisfaction and frustration in a person's life. Consequently, the counseling psychologist who is interested in facilitating self-development and self-realization is likely to feel that anything he can do to help individuals make thoughtful educational and vocational decisions, to improve their performance at school, in training, or on the job, or to find a more congenial or stimulating position, curriculum or training program, will yield important, long-term dividends. It is therefore no accident that many counseling psychology training programs place heavy emphasis on the study of educational and vocational development.

Finally, as the Greyston report emphasizes, the counseling psychologist's role is essentially educational, developmental, and preventive rather than medical or remedial. In connection with his preventive role, it might be pointed out that even cities with good fire prevention programs maintain fire-fighting crews and equipment. Counseling psychologists will no doubt continue to be engaged in putting out fires as well as in preventing them. But as they become more adept, not only at identifying, removing, or circumventing obstacles to *normal* development, but also at helping individuals to achieve *optimal* development (i.e. not just to become or remain adjusted, but to fulfill their potential for growth), it is likely that this developmental rather than the preventive or remedial role will become the over-riding concern of many counseling psychologists, particularly those who work in educational settings.

WORK SETTINGS AND DUTIES

We have stated that counseling psychologists work in a variety of settings. While there are certain activities in which all counseling psychologists engage, the clientele which they serve and the services which they provide can vary considerably from one setting to another. These similarities and differences will become clearer as we examine the various settings in which counseling psychologists work and the roles they play.

Where counseling psychologists work. There are at least a dozen different agencies and institutions which employ counseling psychologists, including colleges and universities, schools, hospitals, community agencies, state and city governments and business and industry. The following table summarizes the findings of a recent study[1] and indicates the percentage of counseling psychologists employed in five broad areas.

[1] Thompson, A. S. and Super, D. E. (Eds.) *The Professional Preparation of Counseling Psychologists. Report of the 1964 Greyston Conference.* New York: Bureau of Publications, Teachers College, Columbia Univ., 1964, p. 44.

Settings in which counseling psychologists work

	%
Educational settings (colleges and universities, private and public schools)	64
Health-related settings (hospitals, rehabilitation agencies, mental health clinics)	11
Industry and government (excluding hospitals and schools)	13
Community counseling agencies	5
Private practice	5
Other	2

Most counseling psychologists work in educational settings. Of these, approximately 9 out of every 10 are employed by colleges and universities. Several developments are under way which are likely to increase the demand for counseling psychologists in certain of the areas listed above, and in another ten years the figures cited in the table above may look quite different from what they do today. What these anticipated developments are will be discussed a little later when we come to the topic of current employment opportunities and future trends.

What counseling psychologists do. One way to get a picture of a profession is to ask where the people who practice it work. Another is to ask what they do. The table which follows[1] shows the percentage of counseling psychologists holding various positions.

Positions held by counseling psychologists

	%
Primarily teaching: Professor, department head, other academic positions;	32
Primarily service administration: Director or co-ordinator of a university counseling center, psychological clinic, counseling service, community agency, rehabilitation project, student personnel services;	23
Primarily service: Counselor, psychologist, psychotherapist, consultant in colleges, universities, schools, private practice	38
Miscellaneous	7

[1] Adapted from Thompson, A. S. and Super, D. E. (Eds.) *The Professional Preparation of Counseling Psychologists-Report of the Greyston Conference.* New York: Bureau of Publications, Teachers College, Columbia Univ., 1964, p. 48.

The five activities in which counseling psychologists engage most frequently are teaching, research, administration, consulting, and counseling. Usually they engage in more than one of these. Thus the teacher and administrator may do some counseling or supervision. About 20% of all counseling psychologists devote more than half of their time to counseling; 70% devote at least some time to it.

How the setting in which a counseling psychologist works determines his role. Although certain skills, interests and activities are common to all counseling psychologists, there is room for considerable variation in what counseling psychologists do and how they do it. The key to these differences is of course the particular setting in which they happen to be working. The setting determines the clientele with which counseling psychologists work, their goals, and to some extent also their procedures.

Let us take three settings in which counseling psychologists work and see how what they do is affected by where they work.

The professor of counseling psychology. Like other professors he will advise students, teach, serve on committees, study, write and do research. But he will also differ from them in several important ways. The courses which he teaches are likely to carry such labels as: "Principles and practices of guidance", "Tests and measurements", "Methods of appraisal and diagnosis", "Sources and uses of occupational information", "Theories of counseling", "Techniques of counseling", "Counseling the culturally disadvantaged", "Physical and psychological aspects of disability." His research is likely to take him into such areas as determinants of vocational choice, behavior modification, the outcomes of counseling, the prediction of job satisfaction, and group counseling. By doing some counseling himself, or by supervising the work of learner-counselors, or through his teaching and research, he keeps close to the substance and procedures of counseling. This is only to be expected since his primary function is to train counselors.

The counseling psychologist in a college counseling center. While he may teach some courses and hold professorial rank, his principal function is to counsel. He spends a considerable part of his day counseling students and whoever else the counseling center is designed or prepared to serve. The kinds of problems which are brought to him include vocational indecision, lack of satisfaction with college or social life, poor grades, doubts about the wisdom of continuing in college, feelings of depression, lack of a sense of direction or fulfillment.

In order to decide what kind of help the student needs, the counseling psychologist may confer with his colleagues in the center and with psychiatric consultants. In these staff conferences the decision arrived at may be to have a senior and more experienced staff member work with the client, to assign him to a junior counselor or intern, or to refer him to a more appropriate source of help. Promising techniques for helping the client with his problems may be explored and periodic case conferences scheduled to evaluate his progress.

If the decision is to assign the client to a junior member of the staff or to an intern or student-trainee, the counseling psychologist may supervise the counselor's work. The decision arrived at in a case conference may be to modify some aspect of the client's environment (his course load, his parents' expectations of him, his living arrangements, etc.), in which case the counseling psychologist will confer with those who are in a position to effect these changes.

As a member of a profession which prides itself on the fact that its members are not only practitioners but also scientists, he is likely also to have research interests which lead him to undertake investigations concerning the effectiveness of the service which he and his colleagues render and the most promising means of realizing certain desired counseling outcomes. The most effective and sought-after college counselors are those who can contribute to, as well as apply, existing psychological knowledge. These are the ones who feel most at home in an academic environment.

Mindful of the important influence which the environment can have on behavior, he may also become involved, either as a consultant or a participant, in curriculum revision, orientation programs, residence halls work, and the like.

A counseling psychologist in a Veterans' Administration hospital. Because of the setting in which he works, his clientele differ in important ways from those of clinical psychologists. His clientele include persons who have been emotionally or physically incapacitated and have now reached a point in their convalescence where they can begin to think about re-entering the community. Where disability has been alleviated rather than removed, the patient may have to be helped to accept his disability and to consider and prepare for another occupation.

Because his work involves identifying and developing remaining strengths and locating situations in which these might profitably be utilized, the counseling psychologist in a hospital performs a wide variety of functions. These include individual and group counseling, visiting employment agencies and potential employers, follow-up after discharge, close collaboration with medical specialists, occupational therapists, shop instructors and the like, and planning helpful social and work experiences in the hospital as the patient's confidence and condition improve. He also attends case conferences and, if there are psychologist-interns or junior level psychologists on the staff, a substantial portion of his time may be devoted to supervision and training. Like his colleagues who work in other settings he will, if his interests tend in this direction, also find opportunities to engage in research, if not directly, then at least as a consultant to interns who are in the process of developing or executing a dissertation proposal.

Differing satisfactions and rewards. The ideal which is held up to psychologists in training is that they should be scientists as well as practitioners. To do justice to both these roles is not easy and most psycholo-

gists end up emphasizing one or the other. A counseling psychologist will usually select a work setting with this in mind. If he is attracted to a scholarly life in which the emphasis is on teaching, research and the professional preparation of future counseling psychologists, he is likely to seek a professorial appointment in a university; if he prefers to be an active practitioner, he is more likely to be attracted to counseling centers, community agencies and rehabilitation centers, where he will be encouraged and expected to carry a fairly heavy case load.

However, these need not be "all or none" choices. Psychologists whose primary responsibility is teaching and research can still find time to engage in counseling; those who work in counseling centers, hospitals or community agencies have opportunities to engage in research, training and teaching in addition to providing direct service to clients.

The satisfactions which people seek and get from their work are both a matter of their particular psychological make-up and of what their work-setting demands, allows, encourages, and rewards. The important thing to remember is that because of the multiplicity of settings in which counseling psychologists work and the variety of functions which they perform, the occupation can accommodate persons with differing interests, values, talents, and aspirations.

HOW ONE BECOMES A COUNSELING PSYCHOLOGIST

According to the *Occupational Outlook Handbook,* there are approximately 27,000 psychologists in the United States. By no means all of these possess the Ph.D. or Ed.D. For example, almost half of all psychologists who work in mental health establishments lack the doctorate. While sub-doctorally trained persons will continue to be in demand, the emphasis in many training programs is on doctoral level training. There are several reasons for this: the skills which today's psychologist must master are not only more varied, but also more complex; the responsibilities which he is called upon to assume are much greater; the body of knowledge which he must master has grown so rapidly that it can no longer be acquired in a year or two; most important of all, there is the expectation that he will serve the profession not only as a highly skilled and unsupervised practitioner, but also as a competent and productive researcher.

Undergraduate preparation. Some undergraduates develop an interest in psychology quite early and major in it. Others develop this interest later and consequently are not as well prepared in psychology when they enter graduate school. Most departments of psychology and schools of education allow for this. While some require or prefer an undergraduate major in psychology, many do not. Undergraduate courses which a prospective psychologist will find helpful, in addition to psychology, are mathematics, statistics, computer science, foreign languages (especially French and German), courses in the humanities which deal with man in his culture, and courses in the biological, physical, and social sciences.

Doctoral or sub-doctoral, Ph.D. or Ed.D.? Some graduate departments and schools of education admit only students who plan to obtain a doctorate. Others also accept students on the sub-doctoral level. Sub-doctoral programs are usually of one or two years' duration and lead to an M.A., M.Ed., or professional diploma in counseling. They prepare students for beginning and intermediate positions; more responsible, less supervised positions, particularly those requiring research competence and advanced clinical skills, are usually reserved for persons with the doctorate. Students who are not sure that they want to commit themselves to a long program, or who cannot qualify initially for admission to a doctoral program, often select a sub-doctoral program and then transfer to the doctoral program if and when their grades or aspirations change.

Some graduate departments and schools of education offer only the Ph.D. (a doctorate in philosophy), others only the Ed.D. (a doctorate in education). Some offer both. The two programs may be quite similar, differing only in the foreign language requirement and in the distribution of courses outside the major field. Sometimes the distinguishing feature is a heavier concentration in the Ph.D. program on theory, research methods, and experimental design. The Ph.D. is conceived by some to be the more appropriate degree for those who intend to work in academic or research settings, while the Ed.D. is thought to be more appropriate for those who are more interested in the practical applications and the broader perspective which supporting work in education, anthropology, sociology and other related disciplines can furnish.

The foregoing cannot be used as a rule of thumb, however. The Ed.D. and Ph.D. programs vary from one institution to another and the differences between the two programs may be quite negligible. Both types of programs produce competent, versatile, data-oriented practitioners who are able to apply and add to existing knowledge, and who meet all certification, licensing, and employment requirements.

Requirements for admission. In considering applicants, graduate departments usually review undergraduate attainment, references, performance on such tests as the *Miller Analogies* or the *Graduate Record Examination,* and relevant experience. These and other admission requirements, such as application deadlines, required references, and tests, vary with the specific institution. It is recommended that prospective applicants begin corresponding with institutions about admission approximately nine months in advance.

Differences in training programs. There are more than forty institutions which offer advanced degrees in counseling psychology and such related areas as rehabilitation counseling, student personnel work, and guidance. Of these only about half have approved programs in counseling psychology. These are programs which meet the standards laid down by the American Psychological Association's Education and Training Board. It should be pointed out, however, that there are some good schools which have elected not to seek or to retain accreditation. For information about training programs and financial support consult

Graduate Study in Psychology, published by the American Psychological Association.

Most universities which have accredited programs in counseling psychology also have approved programs in clinical psychology. In some institutions the two programs resemble each other very closely, differing perhaps only in the practicum and internship experiences of students. In others, the differences are more substantial. The distinguishing factor may be the greater emphasis in the counseling psychology program on the process involved in arriving at sound educational and vocational decisions and the ways in which this process may be facilitated. Where this is the case, the distinguishing courses may be ones bearing such titles as "The Sociology of Work", "Sources of Educational and Occupational Information", "The Psychology of Careers", "Characteristics of American Colleges", "Occupational Structure of the United States", "Vocational Rehabilitation of the Physically Disabled", "Psychological Aspects of Disabilities", "Vocational Testing", and "Techniques of Educational and Vocational Counseling".

In some institutions the counseling program is a cooperative undertaking between several departments. The cooperating departments are frequently the department of psychology, the department of guidance, and the department of educational psychology. Joint programs like these reflect counseling psychology's long standing interest in preparing counselors who will work in educational settings.

Which type of program? While there are differences among the three types of programs described above, the similarities frequently outweigh the differences. To select a program appropriate to his needs the prospective student should obtain program descriptions from a variety of institutions and compare them. If he has difficulty deciding among them, or has doubts about whether this is the right career for him, he should consult his adviser, a member of the psychology department at his college, or the nearest counseling center.

Students who are interested in vocational counseling and in work as an organizing and integrating factor in a person's life, will want to consider programs which reflect this particular emphasis. Students who plan to work in educational settings, and particularly in secondary schools and junior colleges, will want to look at programs which are administered jointly by schools or departments of education and psychology. Students who have not yet chosen between clinical and counseling psychology, or who prefer a program which minimizes the distinction between the two specialties, will want to consider programs in which they can explore both types of offerings and can transfer from one to the other without difficulty.

Content of programs. Doctoral programs in counseling psychology usually encompass the following areas:

1. NATURE OF THE SOCIAL ENVIRONMENT: Structure of the world of work, occupational trends, social class structure, social mobility, com-

munity resources, culture and personality, characteristics of colleges and their student bodies, educational systems, and social and economic factors which affect development and adjustment.

2. PERSONALITY ORGANIZATION AND DEVELOPMENT: developmental psychology, theories of personality, theories of learning, the psychology of the physically, emotionally, and mentally handicapped, psychology of adjustment.

3. DEVELOPMENT OF CLINICAL SKILLS: psychological tests, diagnostic procedures, counseling theory, approaches to community mental health, field work, supervised counseling practice and internship, group counseling, consultation skills.

4. PROFESSIONAL ORIENTATION: professional ethics, settings in which counseling psychologists work, relationships with members of other helping professions, techniques of supervision.

5. DEVELOPMENT OF RESEARCH COMPETENCE: review and analysis of the research literature, measurement and evaluation, statistics, experimental design, planning and execution of a doctoral research project.

To cover the areas listed above psychology departments may draw on courses offered in other departments of the university. Some require that the student complete a minor in one of the related disciplines. Others encourage students to take courses in several areas. Areas frequently drawn on include philosophy, sociology, anthropology, education, social work, economics, industrial relations, physical medicine and rehabilitation, computer science, and statistics.

How long does it take? A doctorate in counseling psychology can be completed in four years after the Bachelor's, but many students take five or six years. Why does it take so long? The most important reason is that in addition to mastering a body of knowledge, the prospective counseling psychologist must develop clinical skill and research competence. Clinical competence is developed by giving the student carefully graded experiences in an actual work setting such as a student counseling center, a mental health clinic, or the counseling service of an agency like the YMCA. These experiences are carefully supervised either by the faculty or by the staff of the agency involved. In addition to the experiences a student may have early in his program, he is required, usually in his third or fourth year of study, to serve the equivalent of a one-year full-time internship in an agency providing counseling services, such as a college counseling center or a Veterans Administration Hospital.

These are usually paid internships; the size of the stipend is a less important factor in the selection of an internship center than the quality of the services it provides and the quality and amount of supervision the intern will receive.

Research competence is provided through courses in statistics and experimental design, through seminars in which students review, analyze and

plan research studies in their field of interest, and through research assistantships. As in other fields, a doctorate in counseling psychology involves a dissertation, usually one involving the manipulation of experimental variables or a design in which the relationships between various variables can be explored statistically.

Beyond the doctorate. There are many opportunities for continued professional development beyond the doctorate. Active involvement in the affairs of the *American Psychological Association* and the *American Personnel and Guidance Association* and their regional and state organizations; participation in the programs which are presented at the annual conventions of these organizations; service on the editorial boards of professional journals like the *Journal of Counseling Psychology* and the *Personnel and Guidance Journal;* consultantships; research and scholarly writing; further study through post-doctoral fellowships: these are some of the ways in which counseling psychologists serve the profession and deepen and diversify their skills.

There are several ways in which the profession recognizes and rewards competence beyond that which is signified by the possession of a doctorate. Counseling psychologists with five years of experience are eligible for diplomate status which is conferred after an examination conducted by the *American Board of Examiners in Professional Psychology*. Counseling psychologists can also achieve the status of Fellow in the American Psychological Association, which requires a substantial contribution to psychology as a science. Potential fellows are nominated by an appropriate division of the Association, in the case of counseling psychologists Division 17, the Division of Counseling Psychology. Finally, both the American Psychological Association and the American Personnel and Guidance Association periodically make awards in recognition of outstanding research and service.

FINANCIAL AID FOR STUDENTS

Since counseling psychology is a specialty involving prolonged, and often expensive, graduate training and since society has an interest in maintaining the supply of counseling psychologists, a number of programs for the financial support of graduate students has been established. Not all of the various aid programs described below are available at each training institution. However, where counseling psychologists are trained in substantial numbers, some of the following sources of aid are available.

Veterans Administration Traineeships. In recognition of its own demand for counseling psychologists and of the need to contribute to the general manpower supply, the Department of Medicine and Surgery of the Veterans Administration participates in counseling psychology training programs. Students who are selected as VA trainees are given the opportunity to receive training at Veterans Administration hospitals, outpatient clinics, regional offices, etc., while they are pursuing their graduate studies. The result is a graduated series of practical experiences which

permit the student to coordinate his academic growth with reality-testing experiences under professional supervision. Veterans Administration trainees are paid stipends which, at present, range from approximately $3,500 during the first year to $6,500 during the fourth year. A total of 3,800 hours of practical experience is arranged to coincide with the student's academic schedule. Further information about this traineeship program may be obtained from: The Chief of Psychology, Department of Medicine and Surgery, Veterans Administration, Washington, D.C.

Rehabilitation Services Administration. The Rehabilitation Services Administration (formerly the Vocational Rehabilitation Administration) of the Department of Health, Education and Welfare, in the interest of contributing to the number of people who are interested in and qualified for working in various rehabilitation settings, provides financial support for training programs and for students. Stipends for students range from $1,800 for first-year trainees to $3,400 for fourth year trainees. The traineeships also pay student tuition and fees. As with the Veterans Administration, practical experience is included, but the nature of the requirements varies among training programs. Further information about these traineeships may be obtained from: Office of Research and Training, Rehabilitation Services Administration, Department of Health, Education and Welfare, Washington, D.C.

National Defense Education Act Fellowships. Under legislation originally passed in 1958, the U.S. Office of Education administers a program of doctoral fellowships intended to increase the number of doctoral persons interested in educational research. Stipends to students are $2500 per year. The fellowships also pay tuition and fees. Further information about these programs may be obtained from the U.S. Office of Education, Washington, D.C.

Assistantships. Universities with training programs in counseling psychology offer a variety of graduate assistantships which provide financial aid to graduate students. Though these are usually structured as remuneration for services performed as a junior staff member, the work involved ordinarily represents experiences which are directly related to the student's professional growth. Assistantships are available for counseling, teaching, and research roles. The amount of pay for assistants varies widely and other advantages, such as tuition exemption, are frequently included. Information about assistantships is available from the individual universities.

Scholarships and fellowships. Most universities have available a limited number of scholarships and fellowships for which any graduate student may apply. In general, these financial aid programs are provided so that lack of funds, per se, need not be the barrier to graduate education in counseling psychology for any motivated and qualified applicant. The awarding of financial aid to graduate students is administered by the individual universities. Information about the financial aid program at each university can be found in a booklet entitled *Graduate study in psychology,* published by the American Psychological Association, and in

the *Personnel and Guidance Journal* under the title, "Financial Aid for Guidance and Personnel Graduate Study."

DEMAND FOR COUNSELING PSYCHOLOGISTS

One way to gauge the importance and future of a field is to ask how many people are engaged in it and to compare the present figures with past figures. According to this criterion, counseling psychology is both a strong field and a growing field. In membership, the Division of Counseling Psychology is one of the larger of the twenty-six divisions of the American Psychological Association, varying over the years between second and fourth place in size. Even more important is the fact that it increased membership by more than sixty percent between 1950 and 1960. The Division currently has approximately 1,600 members.

In spite of the increase in the number of counseling psychologists, the demand for them continues to outstrip the supply. Although accurate figures on supply and demand are very difficult to ascertain, the following will serve to give a general picture of the need for counseling psychologists.

College and University Counseling Centers. At the time at which this is being written, the demand for doctoral-level counseling psychologists in well-established college and university counseling centers is reported to be approximately five times the available supply. That is to say, if all counseling psychologists who received the doctorate this year were to work in college and university counseling centers, they would fill only one-fifth of the present available positions. As established institutions expand and new institutions inaugurate counseling services, future demand will exceed the supply in even greater proportions.

Veterans Administration. Based on present staffing criteria, the Department of Medicine and Surgery of the Veterans Administration estimates its present need for psychologists at 1,890. Against this need, 840 psychologists, mostly clinical and counseling psychologists, are employed in the Veterans Administration. In commenting on the need for counseling psychologists a Veterans Administration official has said, "Because of the tremendous shortages in both clinical and counseling psychology, it has been futile for us to try to project specifically for either clinical or counseling psychologists." The need for counseling psychologists is, in his words, "overwhelming," not only in the Veterans Administration, but in other Federal agencies as well. For some years, counseling psychologists have been designated a critical shortage category.

Other agencies. According to figures compiled[1] by the Executive Director of the American Personnel and Guidance Association, there

[1] Hitchcock, Arthur A. Counselors: Supply, demand, need. In *Counselor development in American society*—A report to the Office of Manpower, Automation and Training (U.S. Department of Labor) and the Office of Education (U.S. Department of Health, Education, and Welfare). Washington, D.C., 1965. Pp. 83-111.

are between 50,000 and 60,000 full- and part-time counselors in the United States today. Simply to meet currently anticipated needs the number of full-time counselors will have to increase by more than 10,000 per year between now and 1970, and by about 12,500 a year between 1970 and 1975. This means that "the present program of education of counselors clearly must be more than tripled immediately. By 1970 the production of counselors must be expanded again, probably two-fold." By 1975 the number of counselors in elementary schools will need to have increased from 2,500 in 1965 to 53,500, in secondary schools from 31,000 to 72,000, in junior colleges from 800 to 5,000, in colleges and universities from 4,000 to 7,600, in employment services from 3,000 to 8,000, in rehabilitation programs from 3,500 to 5,700, and in Office of Economic Opportunity programs from 450 to more than 7,000.

While most of these positions will be filled by counselors with one or two years' training beyond the bachelor's degree, persons holding a doctorate in counseling psychology, guidance, or a related field who can fill or advance to supervisory and leadership positions will also be in great demand.

Future Trends. Although the demand for counseling psychologists is already far in excess of supply, there are several factors which are likely to increase that demand still further in the years ahead. The most important of these is society's growing concern for those who are physically, emotionally, mentally, and culturally handicapped, a concern which is reflected in such undertakings as the Job Corps, Operation Headstart, Youth Opportunity Centers, and the expansion of various types of rehabilitation programs.

Equally important are the changes which have been and still are taking place on the educational and occupational scene. These include the growing recognition by schools and colleges of the part they can and should play in helping students fulfil their potential for growth; the displacement of workers through automation and technological change; the decline in the number of jobs which can be filled by persons with limited education and training; the difficulties which many young work-seekers encounter in getting established occupationally; the increasing number of married women who are seeking to return to work after age 35; the rapidly growing number of young people who want or are finding it necessary to continue their education and training and need help in making sound educational and vocational decisions.

These are some of the developments which have created a demand for counselors who are skilled in identifying, and developing outlets for, human potential in all its different forms. This is the challenge—and the *raison-d'etre* of counseling psychology.

WHERE TO GET FURTHER INFORMATION

For information about	*Consult*
Psychology in general	Ross, S. *A career in psychology*. Washington, D.C.: American Psychological Association, 1968. (Address: 1200 Seventeenth St., N.W.)
	Super, D. E. *Opportunities in psychology*. New York: Vocational Guidance Manuals, 1968.
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	American Psychological Association. *Journal of Counseling Psychology*. Washington, D.C.: APA. (Appears bi-monthly).
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	Thompson, A. S. and Super, D. E. (Eds.). *The professional preparation of counseling psychologists. Report of the 1964 Greyston Conference*. New York: Bureau of Publications, Teachers College, Columbia University, 1964.
Rehabilitation counseling	Ogg, Elizabeth. *Rehabilitation counselor: Helper of the handicapped*. (Public Affairs Pamphlet No. 392). New York: Public Affairs Committee, 1966. (Address: 381 Park Ave. So.)
Training programs and financial support	Ross, S. and Blackwell, E. Karen. *Graduate study in psychology*. Washington, D.C.: American Psychological Association. (Revised annually). (Address: 1200 Seventeenth St., N.W.)